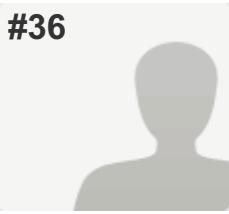


#36

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Monday, June 22, 2015 1:08:09 PM**Last Modified:** Friday, August 28, 2015 9:39:51 AM**Time Spent:** Over a month**IP Address:** 208.126.92.12

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Q1: 1a. TLC Local Plan Measure (1)

Teacher surveys for new teachers, all career teachers, and teacher leaders as well as survey for students, administrators, and parents/community members will determine if teacher leaders are effectively implementing best practices and creating change to positively impact student achievement.

Q2: 1b. To what extent has this measure been met?

(no label)

Fully Met

Q3: 1c. Description of Results (1) (limited to 3000 characters)

New Teachers would like the opportunity to meet within the school day with their mentor to help with the curriculum procedures and miscellaneous duties of a teacher.

Suggestion:

We would provide partial or full-day substitutes each quarter for the mentor teacher and new teacher to work together. Career Teachers – 95% of the principals, master and model teachers feel the career teachers are effectively using their TAP Rubric to move their instruction to help these career/classroom teachers move forward.

Model Teachers – When reviewing our first year data, this is an area of improvement and refocusing: “How do we provide time for model teachers to help other teachers?” At this time, model teachers establish their own meetings with career and new teachers. Observation notes and teacher leader schedule each week/month in that building will be evidence.

Suggestion:

Quarterly, model teachers will demonstrate best practice strategies in a classroom setting.

Master Teachers – 90% and more of the data showed the master teachers are making an impact on student achievement by leading cluster groups weekly. Duties of a master teacher consist of researching best practices, observing teachers in the classrooms, and bringing model examples to the cluster groups.

Suggestion:

The best practices will be field tested in classrooms and taken to the cluster groups, using East Marshall student data.

Students/Parents/Community People:

Our survey was completed by K-12 versus the 4-12 written in the TLC Grant.

On an average 45% of our students and parents that answered the survey said they did talk about what was going on during the school day and how their classroom room instruction has changed. This is our first year to focus on the TAP rubric and what is best practice with very little demonstration taken into the classroom.

Suggestion:

Next year, we plan on having a separate survey for each of the buildings. The focus will be on effective teaching strategies based on student data. Master teachers will field test and model these strategies to be later implemented by classroom teachers. Additional strategies will be developed on the results of formative assessment.

Administrators:

The administrators recognized the master teachers completed their duties as written in the TLC Grant and TAP training model.

Suggestion:

The best practices will be field tested in classrooms and taken to the cluster groups, using East Marshall student data. The classroom teachers will implement these strategies in their classrooms and continue the practices until they are in a regular routine. During TLT (Teacher Leadership Team) discussion of observations by model, master and principals should focus on implementing cluster-taught strategies.

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Q4: 2a. TLC Local Plan Measure (2)

Individual career development plan (ICDP) measures growth

Q5: 2b. To what extent has this measure been met?

(no label)

Somewhat Met

Q6: 2c. Description of Results (2) (limited to 3000 characters)

Cluster goals are tied into the ICDP goals, the building goals, and the district goals for improving student achievement. Teachers created their ICDP based on student data and then implemented research-based strategies into their classrooms. Suggestion: The ICDP goals will more closely align with the TAP Rubric as well as continually focusing and connecting to our district goals. When performing these strategies more frequently, it becomes more of the daily routine.

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Q7: 3a. TLC Local Plan Measure (3)

Achievement Data

Q8: 3b. To what extent has this measure been met?

(no label)

Mostly Met

Q9: 3c. Description of Results (3)(limited to 3000 characters)

For the 2015-16 school year, 86% (achieved 84% in 14-15) or more of East Marshall students in grades 3-11 will achieve typical growth on one of the district-wide assessments in reading. (83%-84%) For the 2015-16 school year, 86% (achieved 85% in 14-15) or more of East Marshall students in grades 3-11 will achieve typical growth on one of the district-wide assessments in math. (83% to 85%) For the 2015-16 school year, 83% (achieved 75% in 14-15) or more of East Marshall students in grades 3-11 will achieve typical growth on one of the district-wide assessments in science. (79% to 75%) FAST data:(fall/spring/increase) IGDI: 26%/53%/27% increase Early Literacy Kindergarten: 44%/63%/19% increase Early Literacy 1st Grade: 48%/63%/15% increase CBM (Words Per Minute): 45%/52%/7% increase aReading: 63%/76%/13% increase Suggestions Reflecting on this MAP Data: •6-11th grade did not meet their College & Career Readiness Standards (CCR) in Reading. •Math scores in 9-11th did not meet their College & Career Readiness Standards (CCR). We will be monitoring our reading and math data to choose research-based strategies that can be implemented consistently to improve student achievement.

Q10: 4a. TLC Local Plan Measure (4)

Curriculum gap data determines professional development based on the gap analysis of the curriculum for 15-16 school year which is listed in detail on 4c.

Q11: 4b. To what extent has this measure been met?

(no label)

Mostly Met

Q12: 4c. Description of Results (4)(limited to 3000 characters)

Our teachers analyzed the Iowa Assessments using Student Response and Item Analysis reports. This data determines professional development based on the gap analysis of the curriculum for the 2015-16 school year. The following would be areas of math and reading skills that need to be taught consistently throughout the grades – therefore, a gap had appeared in the teaching of the curriculum. Math (District wide from item analysis): looking for patterns, common math vocabulary, CGI perimeter problems finding the length of a missing side and probability, reading a thermometer, negatives fractions, perimeter, area, volume, room temperature, unit size, sampling, ounces, reading volume diagrams, interpreting chart data with parts of a whole, estimating with intervals, spend some time on "pairs" when introducing graphing single inequalities, emphasize finding the # of outcomes when doing lessons on probability, spend more time on oddball areas with circles, we do not spend much time on this topic until after the testing, more practice on estimating square roots and between what consecutive # they are between, emphasize drawing a picture, Talk more about truly looking at what the problem is asking you to do, and talk about opposites more, Introduce freshmen to some sort of geometry. Most kids are in Algebra classes at this time. Need to implement a small geometry unit to introduce them to this material, long division, Talk about this all the time with finding key terms and phrases to write expressions or equations out and then solve them, Spend more time with multiplication and division of fractions, squaring radicals and solving. Reading (District wide from item analysis): decoding skills, informational/context clues, vocabulary, compound words, phonetic skills, pronoun I, complete sentences, inferencing, synonyms, look back to text to find answer, making judgments, demonstrative adjectives, editing, purpose, main idea and details, writing structure, compound subjects, subject and verb, writing a paragraph, citing work, use of commas, letter writing, venn diagrams, determining the mood, prefixes/suffixes, root word, collective nouns,, summarizing, adverbs, possessive versus plural, apostrophes

Impact of TLC Plan

Q13: 5a. TLC Local Plan Measure (5)

Technology integration data

Q14: 5b. To what extent has this measure been met?

(no label)

Somewhat Met

Q15: 5c. Description of Results (5)(limited to 3000 characters)

The one-to-one laptop initiative began in the 14-15 school year in the EM High School. There is an increased access in PK-8th grades to laptops, iPads, mobile labs, and etc. The baseline data for integrating technology into the curriculum and classroom instruction is 73% in the elementary and 57% in the middle school/high school.

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Q16: 6. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change).

See suggestions listed under each area, 1 through 5.

Q17: 7. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC as impacted your school improvement plan in your district.

This is a link of actual East Marshall teachers giving their thoughts on the first year of the TLC plan and the impact it has been on their teaching and learning. <https://www.youtube.com/watch?v=oy5xvBOMdsc> If this does not work for you, please contact me at danderson@e-marshall.k12.ia.us and I will e-mail you this good testimony of what the TLC Grant did for our teachers this year.

Impact of TLC Plan

Q18: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.

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Q19: Name of School District:

East Marshall CSD

Q20: Name of Superintendent

Dianne D. Anderson

Q21: Person Completing this Report

Dianne D. Anderson

Q22: Date of Submission

June 22, 2015
